DOCUMENT RESUME

ED 422 019 IR 057 143

AUTHOR	Bruce, Terry G.; Dillon, Ken; Fischer, Judi
TITLE	Survival Strategies for Teacher Librarians. Third Edition. Occasional Monograph No. 6.
INSTITUTION	Charles Sturt Univ.-Riverina. Wagga Wagga (Australia).
ISBN	ISBN-0-949060-13-5
PUB DATE	1991-00-00
NOTE	46p.
AVAILABLE FROM	Centre for Information Studies, Locked Bag 660, Wagga Wagga, New South Wales, Australia 2650.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Check Lists; Cooperative Planning; Elementary Secondary Education; Foreign Countries; Information Skills; *Learning Resources Centers; Librarian Teacher Cooperation; Librarians; *Library Administration; Library Automation; *Library Planning; Library Services; *Media Specialists; *School Libraries; Strategic Planning
IDENTIFIERS	*Teacher Librarians

ABSTRACT

This publication is a strategy plan to help teacher librarians avoid possible difficulties and promote positive decisions. The document is in the form of a hands-on checklist that includes reading suggestions, buying lists, product descriptions and contact information, and helpful hints. The six chapters are: (1) "Stepping In," including starting a new position, dealing with principals, secretaries, and staff and pupil needs; (2) "Being Organized, or...How to Appear So!," including establishing routines, preparing priorities lists and reports, ordering, coping with temporary space, arranging and moving into a new physical space, and suggested readings; (3) "Computers in School Libraries," including issues pertaining to automation, online information services, and CD-ROM; (4) "Survival Systems Flowchart," including suggestions and an example; (5) "A School-based Information Skills Plan," including presenting the need for such a plan to faculty, guidelines for a workshop, and informative resources; and (6) "Cooperative Planning and Teaching," including planning suggestions, and worthwhile readings. The publication contains blank space for notes. (DLS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 422 019

IR057143

Centre for Information Studies

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. Dillon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SURVIVAL STRATEGIES
FOR TEACHER LIBRARIANS

Centre for Information Studies

Occasional Monographs

Series Editor

Ken Dillon

Other titles in this series include

The School Curriculum (1988)

Cooperative Planning and Teaching (1991)

The Teacher Librarian as Manager (1992)

Collaborative Teaching and Learning (1992)

Workbook for Use with AACR2 (1988 Revision) (1992)

DDC 20 Workbook (1992)

SURVIVAL STRATEGIES

FOR TEACHER LIBRARIANS

Third Edition

Terry G. Bruce, Ken Dillon and Judi Fischer

Occasional Monograph No. 6

Centre for Information Studies

Charles Sturt University-Riverina

Series Editor: Ken Dillon

Copyright © Centre for Information Studies 1991
Reprinted with corrections 1992

Centre for Information Studies
PO Box 588, Wagga Wagga NSW 2650
(069) 222584 (069) 222733 (Fax)

Cataloguing-in-Publication Data

Bruce, Terry G. (Terry Glenys), 1948-
Survival strategies for teacher librarians.

3rd ed.
Bibliography.
ISBN 0 949060 13 5.

1. School libraries - Australia - Management - Handbooks, manuals, etc. I. Dillon, Ken. II. Fischer, Judi. III. Bruce, Terry G. (Terry Glenys), 1948- . Survival checklist for teacher librarians. IV. Charles Sturt University-Riverina. Centre for Information Studies. V. Title. VI. Title: Survival checklist for teacher librarians. (Series : Occasional monographs (Charles Sturt University-Riverina. Centre for Information Studies); no. 6).

027.8068

To those who have suffered silently,
to those who have suffered not so silently
and to those who had faith in us.

CONTENTS

Acknowledgment		*viii*
Introduction		*ix*
Chapter 1	Stepping In	1
	Before You Do Anything	1
	Principals and Principles	3
	Secretariat	7
	Staff	13
	Pupil Needs	15
Chapter 2	Being Organized, or...How to Appear So!	17
	Routines	17
	Priorities List	19
	Reports	19
	Order Ordeals	23
	Firm Foundations	23
	Physical Environment	25
	Suggested Reading	27
Chapter 3	Computers in School Libraries	29
	Part 1: Automation	29
	Decisions to Make	29
	Investigating Systems	29
	Questions to Answer	33
	Budget Breakdown	35
	Dandy Data	37
	Part 2: Online Information Services	41
	Investigating Services	41
	SCIS Services and Products	41
	Major Cost Considerations	45
	Nexus	45
	Part 3: CD-ROM	47
	Investigating CD-ROM	47
	Considerations	49
	Major Cost Considerations	51
	Multimedia	51
Chapter 4	Survival Systems Flowchart	53
	Needs and Priorities List	53
	Selection	53
	Orders	53
	On Arrival	55
	Accessioning	55
	Cataloguing Records	55
	Classification	57
	End-processing	57
	Example of a Flowchart	61

Chapter 5	A School-based Information Skills Plan	63
	Possible Workshop	63
	Informative Resources	65
Chapter 6	Cooperative Planning and Teaching	67
	Just Beginning	67
	All CPT Systems Go!	67
	Worthwhile Reading	69

ACKNOWLEDGMENT

Particular thanks are due to Mirjana Verisan, who was the driving force and energy behind the original concept. Mirjana was the survival support person who shared the agony and joys of establishing a library in a new school. She provided the humour, the shoulder to cry on, and the impetus to document all our ideas, handy hints and practical decisions.

Terry G. Bruce
1991

INTRODUCTION

ARE YOU A NEW TEACHER LIBRARIAN?
ARE YOU SETTING UP A NEW LIBRARY?
ARE YOU MOVING TO A DIFFERENT LIBRARY?
ARE YOU THINKING OF AUTOMATION?
ARE YOU CAUTIOUS ABOUT CPT?

This publication has evolved over the last four years from a checklist of potential problems and decisions facing teacher librarians into a strategy plan to avoid possible difficulties and to promote positive decisions. Teacher librarians are faced with establishing themselves as professional information specialists, yet four years ago access to documented information such as these survival strategies was not available.

Since no two school libraries are identical, we have provided practical guidelines which have worked in the past, knowing that consideration of individual situations will benefit the implementation of such strategies. Tough decisions have to be made *now*, and because of technological advances, these may be overshadowed tomorrow. But survival for teacher librarians is an evolutionary process, so we encourage you to live with those decisions today, review the situation tomorrow and adapt to suit the needs of the day after!

This is not a reference work but a 'hands-on' working document. The provision of space for your jottings and pertinent information is deliberate in order to keep all your information handy. We hope we have provided some vital information that you wanted to know about modern school libraries but didn't know whom to ask – and a lot of things you didn't want to know about, but need to for survival.

Terry G. Bruce, Ken Dillon and Judi Fischer

Chapter 1

STEPPING IN

Before You Do Anything

Good managers are wide readers, so:

Read anything you can on the subject of school libraries (Dewey number 027.8'068 or thereabouts in tertiary libraries), including

Caputo, Janette S. *The Assertive Librarian.* Phoenix, Ariz.: Oryx Press, 1984.

- [ ] Relevant departmental documents and policies on
  - [ ] School/library policy and management
  - [ ] Financial management
  - [ ] Copyright
  - [ ] Occupational health
- [ ] Handbooks and gazettes (including clerical assistants)
- [ ] As many library journals as you can get your hands on, e.g.
  - [ ] *Access: Journal of the Australian School Library Association*
  - [ ] Newsletters of state School Library Associations
  - [ ] *Emergency Librarian*
  - [ ] *Scan / School Library News / R.B. Rotal / LINES*, etc.
  - [ ] *Orana / Magpies / Reading Time / Literature Base*, etc.
- [ ] Consider joining a professional organization
  - [ ] School Library Association in your state
  - [ ] Australian Library and Information Association
- [ ] View as many current videos on the subject of school libraries and the role of the teacher librarian as you can.

Principals and Principles

Liaise with the ***principal*** to determine:

- [ ] Who's who, and who's your supervisor
- [ ] Time allocation (if not full-time, then days)
- [ ] Resource centre staffing and allocation
- [ ] *Exact* responsibilities and parameters of your role, e.g.
  - [ ] Sports carnivals
  - [ ] Excursions
  - [ ] Fund raising
  - [ ] Executive position
  - [ ] P and F, P and C meetings
  - [ ] In-service programs
  - [ ] Parent evenings
  - [ ] House patron
  - [ ] School functions
  - [ ] School committees
  - [ ] School publications
  - [ ] Parochial care
- [ ] Attitudes to whole school management of resources
- [ ] Personality and attitudes of the principal
- [ ] Educational philosophy of the principal
- [ ] Likely support you will receive from the principal
- [ ] Contact with person(s) in previous/similar situation
- [ ] Needs and numbers of the clientele – special subgroups
- [ ] Language ability, interests and habits of clientele
- [ ] Whereabouts of Departmental/Regional publications
- [ ] Whereabouts of any inventories, stocktake reports, etc.
- [ ] Storage facilities for deliveries, special items
- [ ] Arrangements for engaging trained relief staff
- [ ] Communication methods between executive and teacher-librarian
- [ ] Whether you are also involved in Archives management
- [ ] Whether there is an existing Library Committee
- [ ] Imminent major building/restoration plans
- [ ] Imminent significant school celebrations
- [ ] Whether you are to supervise other staff's programs
- [ ] Find out who has to sign the tax exemption forms

- [ ] Permission for attendance at
  - [ ] Seminars and workshops
  - [ ] In-service
  - [ ] Sales
  - [ ] Demonstrations of items
  - [ ] Appointments
  - [ ] Warehouses and bookshops
  - [ ] Teacher-librarian meetings
  - [ ] Conferences
  - [ ] Professional development
  - [ ] School performances
  - [ ] Excursions
  - [ ] Open days
  - [ ] Publishers
  - [ ] Book launches

Keep all the above items firmly in sight.

When reading and implementing these hints, remember that each school is unique.

Budget

[ ] How much money?
[ ] Where does it come from?
[ ] When is it available?
[ ] How to keep track of current balance
[ ] Your contact with the Bursar
[ ] Paperwork and records required by law
[ ] Fines and overdues
[ ] Library fundraising possibilities

Allocation

[ ] Your per capita grant
[ ] Special grants
[ ] Parental organization's funding
[ ] Other regular donations, e.g. canteen
[ ] Global budgeting

[ ] Who places requisition order - When?
[ ] Copy of government stores entitlement
[ ] Any handover records from the previous teacher-librarian
[ ] Site of resource centre - temporary/permanent?
[ ] Site of specialist collections throughout the school?
[ ] Method of requesting stock from school store?

Reporting methods – frequency between teacher-librarian and
[ ] Executives [ ] Staff [ ] Parents
[ ] Will contacts be written or verbal?
[ ] Evaluation of programs – format?

[ ] Do we resource share with any other centre?
[ ] Urgent needs/supplies [ ] Allocation? [ ] Purchase?
[ ] Anticipated commencement time for formal lessons
[ ] Anticipated commencement time for staff borrowing
[ ] Anticipated commencement time for class borrowing
[ ] Is the library used for out-of-school activities?

Secretariat

Liaise with the school secretaries to determine:

- [ ] *Exact* name of school
- [ ] Check spelling
- [ ] Will it change?
- [ ] How to help them

- [ ] Order self-inking stamps with space for accession number
- [ ] Where and how to sign on each day
- [ ] Completion of
  - [ ] Entry on duty form
  - [ ] Employment details/Casual form
  - [ ] Staff returns details
  - [ ] Any relevant medical details

- [ ] Accurate academic details for printing in school magazine
- [ ] Your Departmental and Regional Approval number
- [ ] Who handles the tea money collection, social club, etc.
- [ ] Parent body representatives and when/where they meet
  - [ ] P and C, P and F
  - [ ] School Council
  - [ ] Canteen
  - [ ] Clothing pool
  - [ ] Auxiliaries, Mothers' Club, Fathers' Club
  - [ ] Old Boys/Old Girls/Ex-students
- [ ] List of current teaching staff and their designation
- [ ] List of current ancillary staff/cleaning staff, etc.
- [ ] Copies of any current timetables
  - [ ] Bell times
  - [ ] Release time
  - [ ] Recess times
  - [ ] ESL time
  - [ ] Sport times/grades
  - [ ] Assembly times
  - [ ] Scripture times/grades
  - [ ] Staff meetings
  - [ ] Specialist teachers
  - [ ] Playground duty
- [ ] Dates of any permanent yearly calendar bookings
  - [ ] Camps
  - [ ] Speech days
  - [ ] Local show
  - [ ] Regattas
  - [ ] Inter-school visits
  - [ ] Fete
- [ ] Copies of any current procedural information
  - [ ] Evacuation
  - [ ] Fire drill
  - [ ] First Aid
  - [ ] Blackouts
  - [ ] Abduction
  - [ ] Bomb scare
- [ ] The need to know of imminent staff
  - [ ] Arrivals
  - [ ] Special Leave
  - [ ] Resignations
  - [ ] Transfers
  - [ ] Long Service Leave
- [ ] The need to know of imminent pupil
  - [ ] Enrolments
  - [ ] Departures
  - [ ] Transfers
- [ ] Procedures for return of items by leaving staff and pupils
- [ ] Details of classes going to camps, visits, excursions, etc.
- [ ] Implications of any Departmental regulations or directives
- [ ] Keys for buildings under your responsibility
- [ ] Who else has keys?
- [ ] Who locks up?
- [ ] Placement of orders for urgent items as authorized
- [ ] Whereabouts of Government Stores Stock and Contract Books
- [ ] Whereabouts of school camera, video, etc.
- [ ] Relationships between school and local media personnel
- [ ] School stationery supplies or proformas to be used
- [ ] Intricacies of any alarm systems or telephone systems
- [ ] Your access and authority over archive collection

Availability of support services to contact

- [ ] Library services personnel
- [ ] Library consultant
- [ ] Department Computer Unit
- [ ] Subject consultants
- [ ] School inspector/cluster director
- [ ] School Library Associations
- [ ] Local Region Centres
- [ ] Qualified volunteer helpers

[ ] Critical path in decision-making procedures

[ ] Procedures for

- [ ] Photocopying
- [ ] Copyright documentation
- [ ] Disciplinary measures
- [ ] Booking special rooms or resources
- [ ] Personal telephone calls
- [ ] Recycling
- [ ] Lost property
- [ ] Parent contact
- [ ] Wet weather

[ ] Aims and long-term planning for the school

[ ] Protocol arrangements for

- [ ] Guests and visitors
- [ ] Invited and unsolicited
- [ ] Signing the visitors' book
- [ ] Public relations tours of the school
- [ ] Press releases

Documentation required for plans and progress

- [ ] Program
- [ ] Analyses
- [ ] Budget reports
- [ ] Prospectus
- [ ] Timeline
- [ ] Daybook
- [ ] Agenda items
- [ ] Accession lists
- [ ] Checklists
- [ ] Newsletter
- [ ] Staff notes
- [ ] Almanac
- [ ] Stock reports
- [ ] Diary
- [ ] Spreadsheet
- [ ] Written reports
- [ ] Whiteboard notices
- [ ] Calendar

Curriculum Directions

- [ ] School-based policies?
- [ ] Flexible scheduling?
- [ ] School Magazine books order?
- [ ] Book Week books order?
- [ ] Current Departmental perspectives
- [ ] Current school-based curriculum
- [ ] Policies and perspectives in operation
- [ ] Policies and perspectives up and coming
- [ ] Processing of government requisition forms
- [ ] Check stationery requirements for office
- [ ] Check covering and protection materials

Check Storage Facilities

[ ]	Labelling	[ ]	Hanging bags	[ ]	Pictures
[ ]	Special shelving	[ ]	Kits and A/V	[ ]	Boxes
[ ]	Stack or dungeon	[ ]	Security	[ ]	Storerooms
[ ]	Filing cabinets	[ ]	Archives	[ ]	Cupboards
[ ]	School plans and resource centre layout plans				
[ ]	Any temporary accommodation details				
[ ]	Storage for items delivered to office in your absence				

Auditing

[ ]	Money collection	[ ]	Counting/Rolls		
[ ]	Petty cash	[ ]	Stocktake	[ ]	Receipt writing
[ ]	Banking	[ ]	Cheque writing	[ ]	Fines
[ ]	Gifts	[ ]	Sludge fund	[ ]	Invoices
[ ]	Coin operated machines under your aegis				
[ ]	Delivery dockets	[ ]	Money donated		

Ordering

[ ]	Authority to order	[ ]	'Phone orders
[ ]	Copies of invoices	[ ]	Which copy filed?
[ ]	Automated system order	[ ]	Automatically generated?
[ ]	Cheque with order?	[ ]	Postage and packing?
[ ]	Suggest self-cancel after 30 days' delay		
[ ]	Despatch – Take care if moving		
[ ]	Acquisition procedures		
[ ]	Check item for damage prior to signing for delivery		
[ ]	Payment method – Monthly?		
[ ]	Delay payment to gain maximum interest		

Communications Procedures

[ ]	Postage – Who pays?				
[ ]	Telephone – Who pays?	[ ]	Screen/vet callers
[ ]	Record details/messages in writing	[ ]	Couriers
[ ]	Decide if callers are to interrupt lessons				
[ ]	Fax protocol	[ ]	Cover notes for fax
[ ]	Class list updates – note eldest, siblings, sole parents				
[ ]	Stationery supplies and procedures				

Staff

Liaise with ***staff*** to determine:

- [ ] The need to know of transfers/resignation/leave/illness
- [ ] Who's who and their role in the school
- [ ] Personnel from host school if you are boarding
- [ ] What is expected of you if you are boarding
- [ ] Personalities – humour/talents/responsible/allies

Reaction to your ideas on

- [ ] Team teaching
- [ ] Cooperative curriculum planning and teaching
- [ ] Automation
- [ ] Stocktaking method
- [ ] Total school management
- [ ] Flexible scheduling
- [ ] Current technology
- [ ] Close of library
- [ ] Casual staff is well informed of times and procedures
- [ ] Their wish list of immediate needs to beg or borrow
- [ ] Best time to liaise about curriculum support
- [ ] Known schools likely to have stock spare
- [ ] Ideas for arrangement of resource centre space
- [ ] Display space for library publicity in school
- [ ] Centralized spot for items, messages, etc. to and fro
- [ ] Invite individuals to visit library
- [ ] Possibility of holding staff/grade meetings there
- [ ] Suggestions for monitors and parent helpers

Establishment of

- [ ] Routines and systems
- [ ] Decision-making procedures
- [ ] Documentation for requests
- [ ] Cooperative peer support systems
- [ ] Preferences for media type in teaching
- [ ] Any need for a class or faculty library?
- [ ] Provide pockets/cards for readers going home
- [ ] Pigeon holes
- [ ] Liaison sheets
- [ ] The need for in-service library liaison
- [ ] The possibility of using curriculum databases
- [ ] The possibility of using cataloguing databases
- [ ] Likely attendance at school subcommittees
- [ ] The direction which the school is taking
- [ ] Future long-term plans which will require resources
- [ ] Need to keep photos, records, clippings for archives
- [ ] Possibility of teacher-librarian visiting classes, assemblies, etc.
- [ ] Availability of teacher-librarian to attend excursions, ceremonies
- [ ] Reading schemes and hence items required
- [ ] Suggested list of requirements to complete scheme
- [ ] Teach labelling codes, colours and accessibility
- [ ] Their knowledge of other local libraries

Pupil Needs

- [ ] Need for enrolment at public library
- [ ] How to set up a responsible class library
- [ ] How to record what reader is taken home
- [ ] Bulk borrowing from public library
- [ ] Hand-me-down books or book exchange facility
- [ ] Items from home – label them clearly
- [ ] Clearly labelled library bag
- [ ] Provision of user guides to sections of library
- [ ] Provision of user guides to technology in use
- [ ] Provision of user guides to procedures for
  - [ ] Borrowing
  - [ ] Returns
  - [ ] Reserves
- [ ] Special groups of children in the school
  - [ ] Remedial
  - [ ] ESL
  - [ ] Disabled
  - [ ] Gifted and talented

Remember that staff members and pupils are unique individuals with differing needs and talents.

Chapter 2

BEING ORGANIZED, or...How to Appear So!

Routines

- [ ] Establish Daily Diary and Daybook immediately
- [ ] Write *everything* down, keep slips of paper
- [ ] Document *everything* – times, names, decisions, etc.
- [ ] *Don't* rely on memory which is already overloaded
- [ ] Put up a large, clear calendar and use it!
- [ ] Keep a pen, diary and pad by the telephone
- [ ] Make sure you can see a clock from most points in the library
- [ ] Use a whiteboard plan of year/month/week – it's worth it
- [ ] Establish library telephone directory
  - Use a *large* A-Z indented book
  - Write down all names in full as contacted
  - Use a cross reference firm + item + name
  - Note secretary's name and best time to contact

Get to know a little about

- [ ] Regular Departmental publications
- [ ] Who's who at Library Services/Regional Office
- [ ] Your Library Consultant – if you have one!
- [ ] Other school librarians in your Inspectorate/Cluster
- [ ] Professional school library associations
- [ ] Your Inspector/Cluster Director/Assistant Director General/Minister of Education

- [ ] Clearly label filing system and noticeboards
- [ ] Book a permanent *early* timeslot on staff meeting agendas
- [ ] Stay only for relevant agenda items, but read minutes
- [ ] Read initial and file minutes of all meetings
- [ ] Use highlighter to indicate action points for you to do
- [ ] List all goals and then the subtasks required for them
- [ ] Learn how to say 'no' tactfully and politely
- [ ] Book a permanent spot in community newsletters
- [ ] Lay claim to distinctive spots on noticeboards
- [ ] Open all mail near staff pigeonholes to circulate information
- [ ] Open all mail near a recycling bin
- [ ] Don't take on extra jobs until you drop/delete old ones
- [ ] Invest in lively clip art books – attention and humour!
- [ ] Sort desktop into
  - [ ] Immediate action
  - [ ] Low priority
  - [ ] Pending – awaiting more information/feedback
  - [ ] Reading matter
- [ ] Conduct a feasibility analysis before launching new ideas

Priorities List

[ ] Management time
[ ] Management systems
[ ] Furniture
[ ] Power requirements
[ ] Clerical needs
[ ] School-based needs
[ ] Lunch breaks
[ ] Making a priority list itself!
[ ] Liaison time
[ ] Stationery
[ ] Hardware
[ ] Teaching aids
[ ] Human resources
[ ] Volunteers
[ ] Heating/Cooling

Display in staffroom, near 'phones and on doors

[ ] Library timetable and when you are available
[ ] *When you are not available*
[ ] Your extension 'phone number
[ ] Memo pad and attached pen for messages

[ ] Don't commit yourself to any one idea or plan yet

Create a welcoming environment with

[ ] Stimulating posters, etc.
[ ] Bright directional signs
[ ] Comfortable seating
[ ] Competitions
[ ] Giveaways
[ ] Plants
[ ] Displays
[ ] Fish tank
[ ] Games

Establish and document routines and responsibilities

[ ] Clerical assistant
[ ] Cleaners (keys, times, locking up)
[ ] General assistants (bins and cleaning)
[ ] Procedures manual (looseleaf)
[ ] Serials acquisition register
[ ] Clear aims and objectives on a time scale
[ ] Selection policy for both new and donated items
[ ] Aides
[ ] Flowcharts
[ ] Displays
[ ] Volunteers

Library Committee could include

[ ] Yourself
[ ] Staff members
[ ] School Council members
[ ] Parents
[ ] Executive
[ ] Minutes Secretary
[ ] Community
[ ] Library committee should ratify all major decisions

Reports

Prepare reports to supervisor, staff and P and C – include

[ ] Personnel
[ ] Systems (automation?)
[ ] Needs and priorities
[ ] Achievements so far
[ ] Materials
[ ] Immediate plans
[ ] Equipment
[ ] Space
[ ] Services
[ ] Budget
[ ] Stock
[ ] Long-term plans

Draw up a very flexible draft timetable to show

time for teaching program
time for curriculum consultancy
time for resource management

Mailing list for free publications and items from

[ ] Consulates [ ] Legislatures [ ] Councils
[ ] Authorities [ ] Commissions [ ] Departments
[ ] *Free Stuff for Kids* (The Five Mile Press), *The How and Where Directory* (NSW School Library Association), *Useful Places: A Subject Index to Information Sources* (Vic.) (Montague Enterprises), *Consular List* (Department of Foreign Affairs and Trade)

Familiarize yourself with all items on

[ ] Suppliers' catalogues [ ] Entitlement
[ ] Government stores [ ] Requisition
[ ] Government contract [ ] Priorities list
[ ] Leasing contracts [ ] Education Centres
[ ] Seek informed, reliable unbiased opinions about items
[ ] Consider resource sharing from Education Centres and other information agencies

Library Monitors

[ ] Start with short list only
[ ] List duties on book pockets
[ ] List monitors' names on book cards
[ ] Train thoroughly and reward frequently
[ ] Help them to design a logo for the library
[ ] Find a book-covering video to show volunteers

Fundraising – some suggestions to aid budget

[ ] Bookclub [ ] Book fairs [ ] Fashion parades
[ ] Readathons [ ] Entering competitions
[ ] Book exchange [ ] Photocopying service
[ ] Library bags [ ] Evening classes
[ ] Screen printing logo onto T-shirts
[ ] 'I am in a book' publications [ ] Bookmarks
[ ] Concerts [ ] Personalized stationery
[ ] Picture plates and mugs [ ] Chocolates, etc.
[ ] Cash-a-can [ ] Theatre parties
[ ] Readers' theatre [ ] Competitions [ ] Author visits

Buying list from

[ ] Reading scheme enrichment
[ ] Award winners [ ] Library Services Lists
[ ] Book Council [ ] Curriculum documents
[ ] Staff requests [ ] Immediate needs [ ] *Scan*
[ ] PETA [ ] KOALA, YABBA, etc.
[ ] *Orana* [ ] *Reading Time* [ ] *Magpies*
[ ] Books extracts featured in school magazines
[ ] *The New Classics* (IBBY)

Note that much of buying list will be unavailable.
Use a wide range of selection aids.

Consider proportion of types of media for

[ ] Budget [ ] 'Balance' of collection
[ ] Cost of hardcover being three times paperback
[ ] Brainstorm with persons using the same circulation
[ ] Refine 'whole school' selection policy ideas
[ ] Take notes from covering video for procedures manual
[ ] Sort plethora of curriculum documents by subject
[ ] Decide upon a starting-up theme

Remember to subscribe to national cataloguing services for

[ ] Catalogue cards [ ] Online searches
[ ] Specialist databases [ ] MARC records
[ ] Microfiche databases [ ] Regular updates of these

Be flexible – use only draft copies of your systems to avoid slotting into rigid and inefficient patterns.

Order Ordeals

[ ] Ring around for best deals from various suppliers
[ ] Check by 'phone whether urgent items are in stock
[ ] Remember implications of budgeting documents
[ ] *Order only from needs and priorities list*
[ ] Avoid impulse buying - is there a defined need?
[ ] Remember that you will have to spend time on it!
[ ] Avoid uninvited travellers but inform school office to accept [ ] Brochures [ ] Business cards
[ ] Freebies [ ] Discount literature
and ask them to 'phone to make an appointment – later!
[ ] Order stationery with letterhead/logo if applicable
[ ] Be sure to put correct school title/department on orders
[ ] Note name of teacher who requested item on order
[ ] Subscribe to selected periodicals/regional publications
[ ] Order end-processing materials not on requisition
[ ] Order 'Presented to' stickers – available from
[ ] Children's Book Council
[ ] Religious bookshops
[ ] Larger stationers
[ ] Printer who does school letterhead
[ ] Design one yourself
[ ] Have art department design one each year
[ ] Order only ergonomic furniture
[ ] Obtain microfiche from as many sources as possible
[ ] Order library monitors' badges well in advance
[ ] Be prepared to select Speech Day, Anzac, Council prizes
[ ] Consider availability of security items, e.g. engravers

Firm Foundations

If in temporary or shared accommodation *don't*

[ ] Get too comfortable [ ] Spread out too much
[ ] Be untidy or inconsiderate [ ] Whinge about your lot

Physical Environment

Before you move in check physical environment for

[ ]	Building faults	[ ]	Leaks
[ ]	Security problems	[ ]	Traffic flows
[ ]	Display provisions	[ ]	Accessibility
[ ]	Storage facilities	[ ]	Ventilation
[ ]	Lighting in work areas	[ ]	Acoustics
[ ]	Heating and/or cooling	[ ]	Blinds/Curtains
[ ]	Position of telephones	[ ]	Power points
[ ]	Fire extinguishers	[ ]	Dangers
[ ]	Noticeboard sites	[ ]	Vantage points
[ ]	Floorplan	[ ]	Colour scheme
[ ]	Wall surfaces – Hooks?	[ ]	Escape routes
[ ]	Poor workmanship	[ ]	Disabled access
[ ]	Emergency escape routes	[ ]	Wear and tear

[ ] Potential sun damage to items in certain spots
[ ] Supervision of library from office desk
[ ] Possible sites, nooks and crannies for illicit deeds

[ ] Document findings and inform those responsible for

[ ]	Changes	[ ]	Modifications	[ ]	Repairs
[ ]	Substitutes	[ ]	Possible future requirements		

Furniture – be there to check delivery for

[ ]	Damage during transit	[ ]	Positioning of items
[ ]	Damaged goods or lack of items on delivery docket		
[ ]	Numbers of items against entitlement		
[ ]	Colour, shape, size, against entitlement		

Be flexible and prepared to modify as needed.

Office Security

[ ] Never leave keys in doors, handbags/wallets unattended
[ ] Always lock office door when you are not there
[ ] Never lock cabinets, drawers, lockers (stops extra damage)
[ ] Make sure you follow up your locking up requirements
[ ] Display evaluation procedures

Office Furniture – give consideration to

[ ]	Documented flowchart procedures	[ ]	Power sources
[ ]	Paths for item processing	[ ]	Clock/noticeboards
[ ]	Anticipated traffic flow points	[ ]	Lighting and sound

[ ] Heaters, fans, air conditioners and their storage
[ ] Shelf labels for flowchart stages
[ ] Chain a pad and pen near the 'phone

[ ]	Provide seating for conferencing	[ ]	Recycling bins

[ ] Filing cabinet near 'phone is best

Office Environment

- [ ] Try to make the work environment pleasant
- [ ] Hold an 'office warming' party
- [ ] Be bold and colourful with signs, labels, cartoons
- [ ] Make it a daily rule to leave work areas tidy
- [ ] Humorous touches stimulate atmosphere; use, e.g. *Graphics for Teacher Librarians II* (1985) and *III* (1991) (ALIA Schools Section [NSW Group])
- [ ] Organize *training* for all users in circulation method
- [ ] Display 'Circulation Procedures' in simple words

Stop, look and listen – before you put your foot in.

Now is the time to assess, consider and refine your

- [ ] Responsibilities and roles
- [ ] Aims and objectives
- [ ] Planning to implement aims
- [ ] Subtasks on a timeline
- [ ] Liaison success and methods
- [ ] Communication networks (both ways)
- [ ] Dissemination of information networks
- [ ] Balance of budget and resources
- [ ] Priorities and needs
- [ ] Methods of obtaining feedback
- [ ] Workload you have to cope with
- [ ] Efficiency – remember: handle paperwork once
- [ ] Decision-making procedures
- [ ] Supervision of personnel
- [ ] Backup and storage
- [ ] Public relations and your display areas
- [ ] Fund raising strategies
- [ ] Ordering system
- [ ] Delegation of duties
- [ ] Budget balance – does it agree with office?
- [ ] Timetable
- [ ] Use of volunteers
- [ ] Your backup systems and their storage – How many? When?

Encourage volunteer helpers,
but don't overwork them
– they are your greatest promoters of the library.

Suggested Reading

Krimmelbein, Cindy Jeffrey. *The Choice to Change: Establishing an Integrated School Library Media Program* (Englewood, Colo.: Libraries Unlimited, 1989).

Chapter 3

COMPUTERS IN SCHOOL LIBRARIES

Part 1 Automation

Decisions to Make

[ ] To automate or not to automate?
No? Partial? Total?
[ ] What form will the catalogue take?
Card? Printout? Database records?
[ ] What form of circulation system?
One card? Two card? Database records?
[ ] Can we really afford it?

Read widely in the area.
Current awareness is crucial
for informed decision-making.

Major considerations of cost

[ ] Check to see if 'Contract' items are suitable/compatible
[ ] Check to see if existing items are suitable/compatible
[ ] Cost of an extra and subsequent terminals
[ ] Total cost as a part of the school and library budget
[ ] Do you need a word processor as well?
[ ] Do you need a special 'dedicated' 'phone line?
[ ] System requirements? MS DOS? XENIX? UNIX? Other?
[ ] Do you plan to use
[ ] electronic mail [ ] online services
[ ] CD-ROM [ ] outside copy cataloguing

Investigating Systems

Choose software then hardware.
Beforehand you should know
[ ] Estimated size of your collection
[ ] Estimated number of users
[ ] *Exact* budget allowance for automation
[ ] Plans for extra terminals – When?
[ ] Name and employer of the demonstrator
[ ] Your 'wish list' set into a time frame
[ ] Whether any existing data can be converted

Take with you

- [ ] Software/Hardware selection criteria checklist
- [ ] List of items required for automation
- [ ] List of all your questions

Look for

- [ ] Size of the sample database in demonstration
- [ ] The time factors involved in searching
- [ ] 'What you see is what you get' (WYSIWYG) phenomenon
- [ ] Items displayed in Main Menu that cost extra
- [ ] System operating on 'contract'/obtainable hardware
- [ ] Manuals which do not correlate with practice
- [ ] Manuals which lack 'depth' of information – Index?
- [ ] Computer 'experts' who are really salespersons

Take home with you

- [ ] Printout of all functions
- [ ] A promise of a detailed written quote
- [ ] Illustrated brochures with notes, remarks, etc.
- [ ] Business card of the person doing demonstration
- [ ] Names and contact numbers of recent purchasers of system

Questions to Answer

- [ ] Does five-year plan for expansion fit in?
- [ ] Costs/procedures for add-on terminals
- [ ] Is system user friendly?
- [ ] How many steps are involved in entering one item?
- [ ] How comprehensive is Search – e.g. Series Search?
- [ ] How many items on the Main Menu can I afford?
- [ ] Clarify/indicate the format of the accession register?
- [ ] Can you accession/catalogue multiple copies easily?
- [ ] Does system utilize 'free text' searching?
- [ ] Is there a global housekeeping system?
- [ ] Can existing barcodes be reissued to the new system?
- [ ] Are corrected items displayed prior to correction?
- [ ] How long does it take to run indexes?/backups?
- [ ] Can system cater for all stock in school management?
- [ ] Does punctuation in data interfere with searches?
- [ ] Will it print spine labels from the program – size?
- [ ] Will it print contents labels for kits? – size?
- [ ] Will it accept updates without erasing existing data?
- [ ] Is there a limit to the item cost columns?
- [ ] How portable is the whole system?
- [ ] Is there a password security for data protection?
- [ ] Does it print barcodes? – Is this an asset?
- [ ] Does the system cater for a portable barcode reader?
- [ ] Are interfaces required to suit any school computers?
- [ ] Does the program provide an area for abstracts?
- [ ] Is the company firmly established locally? Owner?
- [ ] Support contact persons – Number? Expertise? Experience?
- [ ] Is specialist 'phone support readily available?
- [ ] Is this support free (008) or local telephone charge?
- [ ] Can you 'mail' information directly to database?
- [ ] Can you download data automatically from SCIS?
- [ ] Does system post barcodes when it posts accessions?
- [ ] Are printed reports comprehensive – e.g. for auditors?
- [ ] Can system print parts of an accession register?
- [ ] Can system print special lists by GMD?
- [ ] Can system easily print overdues in class lists?
- [ ] Can you accession item, then download other item data?
- [ ] When printing bibliographies can you limit by type of media?
- [ ] Can you print bibliographies in shelf list order?
- [ ] Is the system modular? Can modules be purchased separately?
- [ ] Maximum number of records possible?
- [ ] Record size? Is the field length adequate?
- [ ] Extent/type/location and cost of training program?
- [ ] Other system installations in your area?
- [ ] Is there an active user group in your area?
- [ ] How often are updates of the system envisaged?
- [ ] Has the system been accredited by Department/Ministry/CEO?

In other words,
don't be the guinea pig!

Budget Breakdown

Item	Cost
SCIS online search (per hour + 'phone calls)	
SCIS RECON + disk + postage	
SCIS annual subscription	
Attendance at professional in-services	
Attendance costs for seminars and training	
Barcode labels and protection of same	
Barwand attached to computer + batteries	
Backup forms for power failures	
Cables for keyboard, monitor and printer	
Catalogue cards from printer (if required?)	
CD-ROM and accessories	
Computer disk drive 40-80MB 640K memory	
Configuration	
Dedicated cable + installation for networking	
Disks – demonstration and backups (30-40)	
Dust covers for equipment	
Electric typewriter - second printer terminal	
Enhancement + updates to system (some are obligatory)	
Ergonomic furniture and specialist lighting	
Extra dedicated telephone line	
Installation costs (per hour)	
Interface to computer for data download	
Internal backup if needed	
Keyboard and document holder arm if required	
Maintenance contracts for all equipment	
Manuals or handbooks – extra copies	
Microfiche reader	
Modem (1200bps/2400bps duplex) + software	
Monitor – amber recommended	
Monitor swivel base/stand	
On-'phone support in initial stages	
On-site 'bug' fixes	
Portable barcode reader(s)	
Power security cable	
Printer + paper for reports, overdues, etc.	
Security storage for computer(s)	
Software to speed up floppy backups	
Software programs, e.g. word processor	
Specialist lighting and powerpoints	
Stationery items, e.g. sticky labels	
Streaming tapes for backup	
Storage for microfiche, disks or cassettes	
Subscriptions to networks and magazines	
Surge protector/optional backup power supply	
Tape to tape backup facility + tapes	
Training program for each member of library staff	
Turbo board for extra speed of operation	
	_____
Total cost	$ _____

Dandy Data

[ ] Make sure *you* familiarize yourself with the new system
[ ] Understand thoroughly all steps prior to delegation
[ ] Document thoroughly and display all steps for users
[ ] Train volunteers and support staff in all details
[ ] Avoid computer-mad *ego-destroying* 'know-alls'

Prepare for nosey parkers, gossips, fault finders. They will destroy your inspiration and enthusiasm. Smile a lot and invite them to a 'launching party' when you are confident.

[ ] Allow timetable space for daily backup of information
[ ] Condition the need to regularly *save* information
[ ] Decide how many copies of backups you will save

Before you stand up – back up!

Check

[ ] System manual shows all procedures
[ ] *Your* draft flowchart shows all procedures
[ ] You have backup procedures documented against

[ ]	theft	[ ]	glitzes	[ ]	strikes
[ ]	hackers	[ ]	sabotage	[ ]	Mr Murphy

[ ] Workers' unions for staff working conditions

[ ]	seating	[ ]	lighting	[ ]	breaks
[ ]	exposure	[ ]	RSI	[ ]	footrests
[ ]	vision	[ ]	time on/off equipment		

[ ] Volunteers are covered by insurance
[ ] All procedures objectively prior to publishing
[ ] Circulation system with small group first

Make

[ ] Educational kits for the users of equipment
[ ] A coding system to indicate site, storage, etc.
[ ] Forms for circulation when system is 'down'
[ ] Your volunteers into experts in one area only initially
[ ] Demonstration time available for staff

If you have made it this far,
you are a survivor – keep on keeping on!

Remember

That well-indexed, detailed manuals and readily accessible, helpful support are vital to the automation process.

That the success or otherwise of automation depends to a large extent on the personality, attitude and commitment of the teacher-librarian.

That automation is a time-consuming, ongoing process requiring the setting of priorities and careful planning.

Part 2 Online Information Services

A range of online information services is available for schools to consider as a method of greatly expanding the amount and type of information available for other students and teachers.

Read

[ ] *Information Technology in Schools: Implications for Teacher Librarians* (Perth: ALIA School Libraries Section, WA Group, 1990), pp. 18-27.

[ ] Mills, John. *Information Resources and Services in Australia*. 2nd ed. (Wagga Wagga: Centre for Information Studies, 1992), pp. 117-132, 329-432.

Investigating Services

[ ] The availability and cost of online information services suitable for school libraries, e.g.

Vendor	Databases
AUSINET	Australian Education Index*, APAIS*, Australian Art Index, Edline*, The Bulletin
AUSTRALIS	Australian Family and Society Abstracts*, Australian Bibliography of Agriculture, LEISURE*, Streamline
DIALOG	ERIC*, LISA*, A-V Online, AGRICOLA, Facts on File
OZLINE	MAIS, CINCH*, APAIS*, Australian National Bibliography
DISCOVERY 40 VIDEOTEX	AAP News Report, APC Magnet, Comp-U Store

* Denotes also available on CD-ROM.

SCIS Services and Products

One of the most relevant online services available for school libraries at the present time is SCIS (Schools Cataloguing Information Service).

SCIS is a national educational database for all Australian and New Zealand schools with information on curriculum resources and cataloguing data.

It is part of a private company and its members include most of the education authorities in Australia: New South Wales, Victoria, Queensland, South Australia, Western Australia, Tasmania, Australian Capital Territory and the Northern Territory as well as the National Catholic Education Commission, the National Council of Independent Schools and the Commonwealth Schools Commission.

What Is on the SCIS Database?

Software Evaluations (Computer Software Review)

The National Software Coordination Unit is coordinating the addition of descriptions and reviews of educational software packages from all states.

Curriculum Information Network (CIN)

CIN, the Curriculum Information Network, provides an index to and abstracts for curriculum related documents. These include materials such as syllabuses, policy statements, support documents, and school-based programs. The abstracts describe the contents of the curriculum support items, their purpose and relevance to different curriculum areas, as well as telling the reader where to find a copy.

Cataloguing Information

Cataloguing records for books, computer software and audiovisual materials are included. Each record identifies: title, authors/editors, publisher, date of publication, subject headings, Dewey number, brief physical description and any other identifying details. In addition, an abstract or number of abstracts can by attached to any record. This information helps the school and the school library to organize their resources more efficiently.

Australian Studies

A collection of resources to support Australian studies in a variety of subject areas, K-12, including detailed records about the Lu Rees Archives Collection of Australian children's authors and illustrators.

ATSIR

ATSIR is an acronym for the Aboriginal and Torres Strait Islander Resources Dataset. This subset of the SCIS database is the result of a joint initiative of the Curriculum Development Centre and the National Aboriginal Education Committee in conjunction with state and territory Aboriginal education consultative groups and education systems.

ATSIR was developed to provide teachers, students and Aboriginal and Torres Strait Islander networks with ready access to information about curriculum resources and materials which support the teaching of Aboriginal and Torres Strait Islander students. However, an examination of some of the topics covered suggests that it would be a very useful resource in any school.

Topics covered include: ability testing; Aborigines - education; cultural conflict; education, multilingual; local government; mathematics; school attendance; science; self-perception and many others.

Online Product Ordering

Schools can now order catalogue records online. Both cards and machine readable records may be ordered by means of the product ordering service. Schools wishing to use this service will need to register. Registration incurs an annual fee to cover documentation, storage and maintenance. The cost of products is the same as for records ordered by mail. Schools using online ordering of products have the added advantage of being invoiced rather than having to find the money 'up-front'.

Electronic Mail

For an annual subscription charge, schools can now register with SCIS to use its electronic mail service. It is anticipated that this will be of particular interest to clusters of schools within a geographic region. Schools will find it a cheap and easy-to-use means of communicating with other schools, sharing resources and passing on information about meetings, etc. After registration the only other cost to users will be a small standard per hour charge for computer time.

[ ] To find out more contact
Curriculum Corporation (008) 33 7405
PO Box 177
Carlton South Vic. 3053 (03) 639 1616 (Fax)
(03) 639 0699

Major Cost Considerations

[ ] Availability of 'dedicated' telephone line
[ ] Availability of 1200 baud or faster modem and appropriate communications software compatible with existing hardware
[ ] Possibility of networking to cater for multiple users
[ ] Training costs including free time offered by some services
[ ] Desirability of a printer to provide 'hard' copies of searches
[ ] Budget for online subscription costs, connect time
[ ] Budget for telephone connection charges when online
[ ] Charges and any 'hidden' costs, e.g. cost for print copies
[ ] Necessity for commitment to user education
[ ] Alternative methods of accessing services to reduce telephone charges, e.g. via AUSTPAC
[ ] The existence or otherwise of 'special' prices/conditions

Nexus

Nexus is an electronic information service developed by the South Australian Education Department to meet the growing needs of schools involved in telecommunications across Australia.

While it has operated at the state level for some time, this valuable service has now 'gone national' and offers schools access to a range of databases and bulletin boards without the high costs often associated with some other online services. Databases available include *SAGE (Science and Geography Education)*, *The Macquarie People and Places Dictionary* and *The Australian Computers and High Technology Index*. Bulletin boards available include *FrogWatch*, *ReadShare* (book reviews written by students) and a range of *'Oz Projects'* including *Writers Online*, *PriceWatch* and *Travel around Australia*.

In addition, Nexus provides an electronic mail service and access to data from the *1986 Census of Population and Housing* and the newswire service, Australian Associated Press (AAP), which allows access to over 230,000 news items drawn from newspapers, radio and television world-wide.

[ ] For more information on Nexus contact
Nexus Manager
Angle Park Computing Centre (08) 243 5559
Cowan Street
Angle Park SA 5010 (08) 347 1781 (Fax)

Part 3 CD-ROM

CD-ROM stands for Compact Disk-Read Only Memory. Through a CD reader a 12cm plastic coated aluminium disk can be read. An extension of audio CD technology, the outstanding feature of CD-ROM is the disk's enormous storage capacity relative to its size.

A single CD-ROM disk can store about 270,000 pages of type-written text. A pile of these pages would tower 22 metres off the ground! Consider that same text stored on floppy disks: that stack of floppies would be about 3 metres tall!

Read

[ ] Channells, Kevin. 'CD-ROM, or, How to Fit a Lot of Information into a Very Small Space.' *Scan* 9, 6 (November 1990): 3-6.

[ ] Clyde, Laurel A. 'CD-ROM in School Libraries.' *Orana* 26, 3 (August 1990): 146-149.

[ ] Clyde, Laurel A. 'Computer-based Periodical Indexes.' *Access* 5, 2 (May 1991): 38-41.

[ ] Day, Peter. 'CD-ROM Buyer: Be Informed or Beware.' *Scan* 10, 1 (February 1991): 33-36.

[ ] Gregg, Alison. 'Evaluating CD-ROMs for School Use.' *Orana* 26, 3 (August 1990): 149-152.

[ ] *Information Technology in Schools: Implications for Teacher-Librarians.* (Perth: ALIA School Libraries Section, WA Group, 1990), pp. 38-47.

Investigating CD-ROM

[ ] The availability and cost of *full-text* CD-ROMs suitable for school libraries, e.g.

Information Finder (based on *World Book Encyclopedia*)
Compton's Multimedia Encyclopedia (from *Encyclopedia Britannica*)
New Grolier's Electronic Encyclopedia (the *Academic American Encyclopedia*)
Microsoft Bookshelf (includes a range of basic reference works)

Read

[ ] Becker, Henry Jay. 'Encyclopedias on CD-ROM: Two Orders of Magnitude More Than Any Other Educational Software Has Ever Delivered Before.' *Educational Technology* 31, 2 (February 1991): 7-20.

[ ] Jacobson, Frances F. 'CD-ROM Encyclopedias: A Product in Evolution.' *Journal of Youth Services in Libraries* 4, 3 (Spring 1991): 287-290.

[ ] Wolfe, Michele; Stringer, Gail; and Hickman, Ted. 'Electronic Encyclopedias: What Remains Important after the Sale?' *Tech Trends* 36, 5 (1991): 59-61.

Considerations

[ ] The cost of the printed versus CD-ROM versions of the above
[ ] The availability and cost of *bibliographic* CD-ROMs suitable for school libraries, e.g.

[ ] AUSTROM which includes the following databases:

AEI	*Australian Education Index*
AGIS	*Attorney General's Information Service*
APAIS	*Australian Public Affairs Information Service*
ARCH	*Australian Architecture Database*
ASCIS	*Australian Schools Catalogue Information Service* (includes *Curriculum Resources Abstracts*)
AUSPORT	*Australian Sport Database*
CINCH	*Australian Criminology Database*
EDLINE	Ministry of Education Library (Vic.)
FAMILY	*Australian Family and Society Abstracts*
HOME ECONOMICS INDEX	Home economics
LEISURE	Sport, recreation and tourism database
PINPOINTER	Leisure activities and consumer reports
WESTDOC	Multidisciplinary information on Western Region of Melbourne

[ ] AUSTGUIDE is also a CD-ROM produced by INFORMIT. It contains the periodical indexes *Guidelines* and *Pinpointer*. Additionally, it contains selected Australian Bureau of Statistics Community Profiles and a range of shareware software. Other INFORMIT CD-ROMs of interest to schools include:

[ ] *AUSTLIT: The Australian Literary Database*
[ ] *Arts, Heritage and Environment* (14 Australian databases)
[ ] *Victorian Pioneers Index: 1837-1888*

[ ] To find out more about these products contact:
INFORMIT
RMIT Libraries (03) 660 3749
GPO Box 2476V
Melbourne Vic. 3001 (03) 663 3047 (Fax)

[ ] SAGE (Science and Geography Education) which indexes the following periodicals:

Australian Geographic
Australian Journal of Nutrition and Dietetics
Australian Natural History
Australian Science Mag
CSIRO Industrial Research News
ECOS
Eyespy
Farm
GEO
Habitat Australia
Heritage Australia
Wildlife Australia
Landscape Australia
New Scientist
Rural Research
Search
Southern Astronomy
Trees and Natural Resources

[ ] To find out more contact:
SAGE
The Manager
CSIRO AUSTRALIS (03) 418 7333
PO Box 89
East Melbourne, Vic. 3002 (03) 419 0459 (Fax)

Major Cost Considerations

[ ] The comparative cost of the *printed* versus *online* versus CD-ROM versions of the above
[ ] Check to see if desired software is compatible with 'contract' or existing hardware IBM? Macintosh?
[ ] Has computer enough memory to cope with CD-ROM?
e.g. 640K RAM +
[ ] Advantages of one computer being dedicated to CD-ROM
[ ] Availability on 'contract' or elsewhere of a compatible CD-ROM drive
[ ] Necessity for an interface card to allow for CD-ROM use
[ ] Desirability of a printer to allow users to take away 'hard' copies of searches and free the terminal for others to use
[ ] Limitations on networking of CD-ROMs imposed by suppliers
[ ] Desirability of colour monitor and audio output for multimedia software
[ ] The existence or otherwise of 'special' software prices and/or conditions of use for schools

Multimedia

Multimedia products communicate information in more than one form and typically include combinations of text, sound, graphics, animations and full motion video (FMV). The two multimedia formats of most interest to schools are CDTV (Commodore Dynamic Total Vision) and CD-I (Compact Disk-Interactive).

Read

[ ] Bruder, Isabelle. 'Guide to Multimedia: How It Changes the Way We Teach and Learn.' *Electronic Learning* 11, 1 (September 1991): 22-26.

[ ] 'CDTV Comes to Town.' *Arts and Education* 3 (June/July 1991): 30-31.

[ ] Fox, Barry. 'Multimedia in a Muddle.' *New Scientist* 131, 1787 (21 September 1991): 25-29.

[ ] To find out more about CDTV contact:
Commodore Business Machines
67 Mars Road (02) 428 7719
Lane Cove, NSW 2065 (02) 427 7354 (Fax)

Chapter 4

SURVIVAL SYSTEMS FLOWCHART

> **Remember that this is an example only, as each school will have its own specialized procedures.**

Needs and Priorities List

Establish a needs and priorities list. File it!

How?

- [ ] Curriculum development
- [ ] 'Balance' of collection
- [ ] Replacement needs
- [ ] New subject areas
- [ ] Recommendations
- [ ] Schools renewal plan
- [ ] Feasibility analysis
- [ ] School policy
- [ ] Suggestions
- [ ] Surveys
- [ ] Requests
- [ ] Directives
- [ ] Emergencies
- [ ] Stocktake

Selection

Use

- [ ] Documented selection policies including criteria for different media
- [ ] Establish a controversial items policy/procedures
- [ ] Selection aids, e.g *Scan* (record SCIS number *now*!)
- [ ] Availability of items in the time frame allowed
- [ ] Library/curriculum committees for feedback

Read

- [ ] Williams, Claire Louise and Dillon, Ken. *Brought to Book: Censorship and School Libraries in Australia* (Port Melbourne, Vic.: D.W. Thorpe/ ALIA Press, 1992).

Orders

Placement of Order. File it!

Check

- [ ] Are funds available? Timing? Source?
- [ ] Order is written correctly and completely
- [ ] If letter or cheque is required with order
- [ ] Can you use a freepost address to save money?
- [ ] There is a discount for early payment
- [ ] If tax exemption form is filled out – who signs it?
- [ ] Delivery dates (not holidays)
- [ ] *Whether postage/courier fees apply*

On Arrival

Check
- [ ] Item(s) against order/invoice/delivery docket
- [ ] To see whether item(s) are damaged/misprinted
- [ ] That you have signed and dated docket in pen
- [ ] Return of dockets to office signifying arrival
- [ ] Donated items against selection criteria
- [ ] Donor's correct name is in pencil in front of book
- [ ] That you have sent 'Thank you' to donor
- [ ] Removal of item(s) from Needs-Priorities list
- [ ] From invoice, pencil inside item this code

Date	20/7/90
Supplier	e.g. Ashtons
Cost	$7.95
Copy	01

- [ ] If you have the facility, enter title onto database
- [ ] Inform person who requested item of its arrival

Stamping

- [ ] Stamp all items *now*!
- [ ] A self-inking stamp will save time
- [ ] Display examples of stamped items on flowchart – save time
  - [ ] Books
    inside covers + through body but not over text
    stamp title page allowing for accession number
  - [ ] Charts, etc.
    stamp on back, top left-hand side, not over text
    remember to pencil code details
  - [ ] Kits and audiovisual items
    stamp or label all items
    document where to stamp/label items

Accessioning

Follow procedures manual ***exactly***!

- [ ] Date received
- [ ] Accession number (use 000001, 000002, etc.) – put on item *now*!
- [ ] Author(s) [ ] Title [ ] Publisher
- [ ] Place of publication [ ] Series [ ] Date
- [ ] Supplier [ ] Cost
- [ ] Classification [ ] Notes (donor, etc.)
- [ ] Indicate whether item is on permanent loan somewhere else in the school or beyond

Cataloguing Records

Automation

- [ ] Search SCIS records using ISBN first
- [ ] Record classification and SCIS number on item in pencil
- [ ] Download order or record SCIS number on SCIS order form

Microfiche

[ ] Search SCIS records using main entry first
[ ] Record classification and SCIS number on item in pencil
[ ] Record SCIS number on SCIS order form *or*
[ ] Copy-type information onto system or cards

If item is not on SCIS now wait one further update before cataloguing yourself.

Classification

Set up a specific ***code*** and stick to it.

First line	Code, e.g. R = Reference, S = Staff
Second line	Call number
Third line	First three letters of main entry
Fourth line	Copy number – Use 01, 02, 03, etc.

[ ] If printing call labels, you may wish to add accession numbers

Check authority file and subject headings.
It is important to keep these accurate.

End-processing

Labelling

[ ] Apply barcode to outside of item
[ ] If new book – to save time stocktaking – barcode on the bottom of back cover, near and parallel to spine
[ ] If *not* covering or recovering book, barcode on title page or fly leaf parallel to right-hand side of page
[ ] Other items – to save time stocktaking –barcode on surface facing out from shelf
[ ] Do not cover ISBN

Call Tag Labels

[ ] Type/print call tags by system classification
[ ] Decide and document whether call tags are to be
    [ ] Hand written (use long lasting pen, not biro)
    [ ] Typed (use small type for maximum information)
    [ ] Computer generated (replace printer ribbon often)
[ ] *Stick to it!*
[ ] Apply call label on spine near barcode
[ ] Call labels should be standard position on all books
    [ ] for neat look on shelves
    [ ] for browsing speed
    [ ] for shelving speed
    [ ] for ease of users
    [ ] for stocktake checks
[ ] Decide on how far up the spine the call tags will go
[ ] Display examples of placement on flowchart to save time
[ ] *Stick to it!*

Final Touches

[ ] Apply 'donated' or 'presented to' stickers
[ ] Apply any special stickers for specific sections
[ ] Use a red dot on top of call tag placement = Reference
[ ] Consider commercial stickers to indicate genre
[ ] Add red accession number to any book pockets
[ ] Align this to match up with book card accession number
[ ] Type item card with *all* classification codes
[ ] Include series title (in brackets) to item card
[ ] Include series number on item card to save time
[ ] Type a clear list of *all* items in kits/boxes
[ ] Apply this list to the *outside* of item

Protective Covering

Paperbacks
[ ] Reinforce spine by stapling before use
[ ] Cover staples with vinyl tape strip
[ ] Protect around spine with contact

Hardcovers
[ ] Contact over barcode and call tag
[ ] Cover in plastic – keep tape off book
[ ] Contact a reinforcing strip over shoulders/spine

Dustjackets
[ ] Contact over barcode and call tag
[ ] Decide whether to cover jackets only with plastic or cover book with dust jacket as a hardcover
[ ] Keep sticky tape off book

Posters – if you can't afford a laminator or can't obtain access to one!
[ ] Place contact triangles over back corners
[ ] Punch holes in 2-3 cms from corner for pins/tacks
[ ] If you can afford it – use eyelets

Hanging bags – for easy search, accessibility and stocktake
[ ] Place barcode/call tag on top right-hand side
[ ] Contact over barcode and call tag

Boxes
[ ] Reinforce corners of box and lid if heavy use indicated
[ ] Place the barcode on the surface seen for stocktake

Display/Promotion

Change displays often for interest.

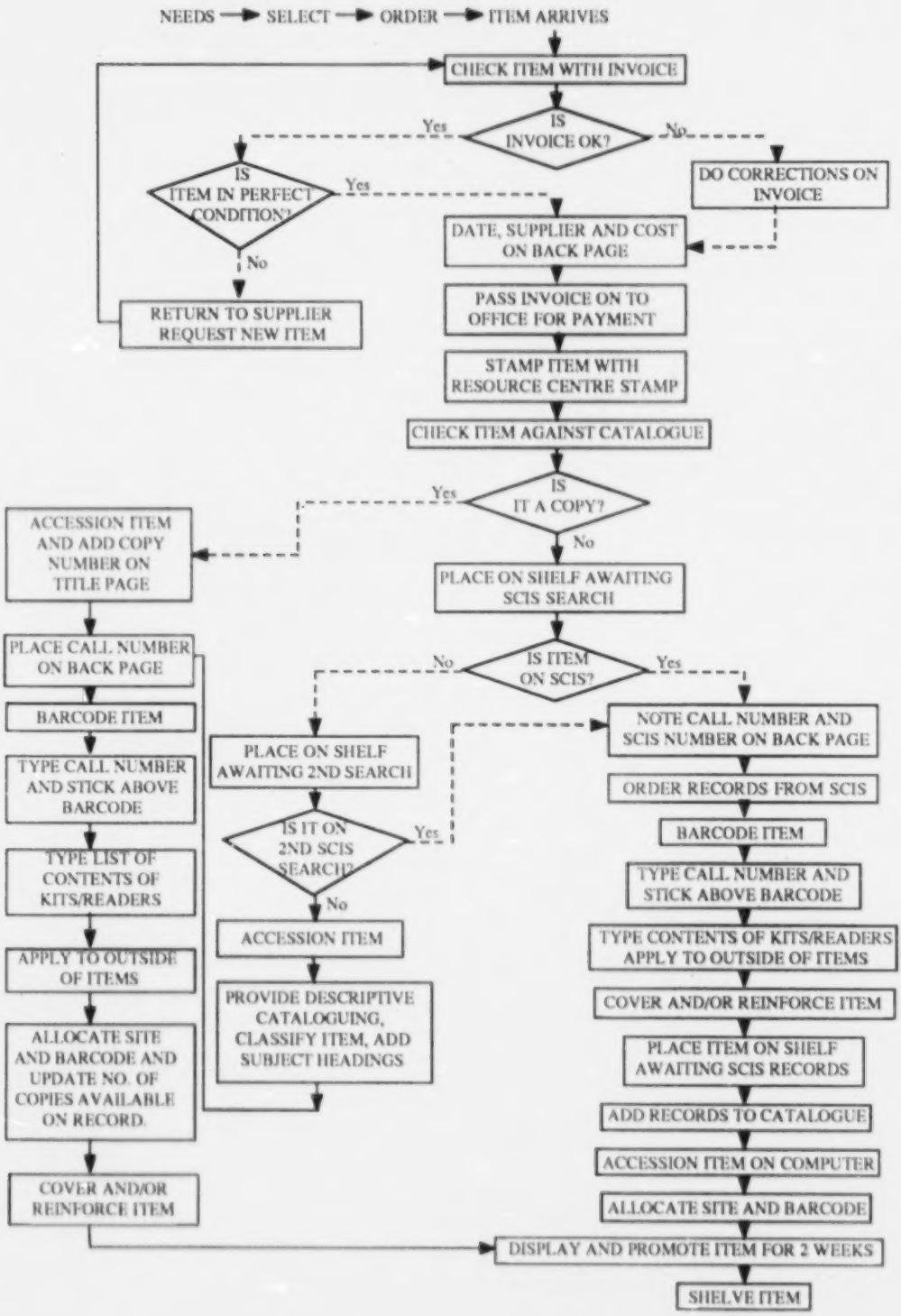
All items
[ ] Show/promote items in staffroom first
[ ] Assign 'Staffroom' as a borrower on automated systems

Staff items
[ ] Advertize new arrivals on notice boards
[ ] Use staff meetings and newsletters
[ ] Use proformas for faculty department, heads, requests

Children's items
[ ] Displayed in special 'new' section
[ ] Remove item cards before displaying
[ ] Assign 'New Books' as a borrower on automated systems

Displays lose impact after two weeks. Use children's work often to encourage involvement and to keep the centre alive.

Example of a Flowchart*


NEEDS → SELECT → ORDER → ITEM ARRIVES
CHECK ITEM WITH INVOICE
IS INVOICE OK?
Yes
No
DO CORRECTIONS ON INVOICE
IS ITEM IN PERFECT CONDITION?
Yes
No
RETURN TO SUPPLIER REQUEST NEW ITEM
DATE, SUPPLIER AND COST ON BACK PAGE
PASS INVOICE ON TO OFFICE FOR PAYMENT
STAMP ITEM WITH RESOURCE CENTRE STAMP
CHECK ITEM AGAINST CATALOGUE
IS IT A COPY?
Yes
No
ACCESSION ITEM AND ADD COPY NUMBER ON TITLE PAGE
PLACE ON SHELF AWAITING SCIS SEARCH
IS ITEM ON SCIS?
No
Yes
PLACE CALL NUMBER ON BACK PAGE
BARCODE ITEM
TYPE CALL NUMBER AND STICK ABOVE BARCODE
TYPE LIST OF CONTENTS OF KITS/READERS
APPLY TO OUTSIDE OF ITEMS
ALLOCATE SITE AND BARCODE AND UPDATE NO. OF COPIES AVAILABLE ON RECORD.
COVER AND/OR REINFORCE ITEM
PLACE ON SHELF AWAITING 2ND SEARCH
IS IT ON 2ND SCIS SEARCH?
Yes
No
ACCESSION ITEM
PROVIDE DESCRIPTIVE CATALOGUING, CLASSIFY ITEM, ADD SUBJECT HEADINGS
NOTE CALL NUMBER AND SCIS NUMBER ON BACK PAGE
ORDER RECORDS FROM SCIS
BARCODE ITEM
TYPE CALL NUMBER AND STICK ABOVE BARCODE
TYPE CONTENTS OF KITS/READERS APPLY TO OUTSIDE OF ITEMS
COVER AND/OR REINFORCE ITEM
PLACE ITEM ON SHELF AWAITING SCIS RECORDS
ADD RECORDS TO CATALOGUE
ACCESSION ITEM ON COMPUTER
ALLOCATE SITE AND BARCODE
DISPLAY AND PROMOTE ITEM FOR 2 WEEKS
SHELVE ITEM

* Provides an overview of the processing of new materials in a particular school library which is automated and uses SCIS records.

Chapter 5

A SCHOOL-BASED INFORMATION SKILLS PLAN

[ ] Outline the philosophies and need for a school-based skills plan.

* Information skills are necessary to make efficient and effective use of information.

* A planned list of sequential skills integrated into the curriculum ensures that all students have a continuum to move along.

* A school-based information skills list ensures consistency in student approach to information gathering, recording and reporting while tailoring activities to suit individual needs and abilities.

* Having a written information skills list aids in checking that important skills are not neglected, forgotten or taught repeatedly without purpose.

* With a strong commitment to cooperative planning and teaching, a school-based skills list forms the basis on which the planning and implementation of resource-based units of work leads to a highly motivated independent learner.

* The list can be used as a means of keeping a record of the students' information skills development.

[ ] Teacher-librarian, administration and resource centre committee plan a method for presenting a workshop to the school staff to develop a school-based skills list.

Possible Workshop

1 Teacher-librarian, administration and resource centre committee (together with a consultant perhaps) compiles a list of information and communication skills – perhaps from relevant syllabuses and knowledge of the student abilities within the school.

This list has no order or ownership and is worded in the learner's terms. For example, the student learns to locate information using an index.

2 A time and venue are organized for the whole staff to meet. One and a half to two hours are suitable for such a workshop.

3 The need for a school-based information skills list is outlined to the staff.

4 The committee-compiled-belongs-to-nobody-yet list is distributed to the teachers.

5 For the purpose of the exercise teachers need to decide on a particular year level.

Individually the teachers read through the list and allocate their year level to skills that can be introduced to those students with the majority of them mastering the skill. Only about 10-12 skills need to be introduced per year.

6 Teachers of the same year level then group together and reach a consensus regarding the skills selected to introduce to the students.

7 Year level groups then form larger groups to discuss and swap ideas to reach agreement regarding the year level at which the skill is first introduced to students.

8 From these lists an initial draft of skills and matching year levels is distributed to the whole staff for discussion and final alterations.

9 The format for the skills list is then decided with the following options considered.

Continuum	Year	K 1 2 3 4 5 6 7 8 9 10 11 12
Type of skill	.....	
Type of skill	.....	
Type of skill	.....	
Type of skill	.....	
Type of skill	.....	

10 The final document is adopted as school policy with teachers accepting responsibility for the skill development in their students.

11 An annual review process of the skills list is built into the school development plan so that the list can be revised according to any changes in the school, its staff and students.

Informative Resources

Ferrett, Margaret. *Learning to Discover: Practical Approaches to Information Skills Development* (Cammeray, NSW: Martin Educational, 1990).

Focus on Research: A Guide to Developing Students' Research Skills (Edmonton, Alberta: Curriculum Support Branch, Alberta Education, 1990).

Gawith, Gwen. *Information Alive* (Auckland: Longman Paul, 1987).

Gawith, Gwen. *Power Learning: A Student's Guide to Success* (Ringwood, Vic.: Longman Cheshire, 1991).

Haycock, Carol Ann. 'Information Skills in the Curriculum: Developing a School-Based Continuum.' *Emergency Librarian* 13, 1 (September-October 1985): 11-17.

Haycock, Carol Ann. *Strengthening the Foundations for Teacher Librarianship: Cooperative Program Planning and Teaching; A Staff Development Institute* (Vancouver, BC: Human Resources Development Group, 1989).

Information Skills in the School (Sydney: New South Wales Department of Education, 1989).

The Inquiry Process and the Library Resource Centre [video kit] (Leederville, WA: Audio Visual Education Branch, Education Department of Western Australia, 1987).

Teaching Information Skills (Melbourne: Curriculum Branch, Ministry of Education (Schools Division), Victoria, 1987).

Chapter 6

COOPERATIVE PLANNING AND TEACHING

Just Beginning

- [ ] Read a lot about cooperative planning and teaching (CPT)
- [ ] Talk to teacher-librarians who have successfully implemented cooperative planning and teaching
- [ ] Plan a strategy for making the cooperative planning and teaching change
- [ ] Show your plan to the principal
- [ ] Schedule yourself regularly on the staff meeting agenda and talk about cooperative planning and teaching
- [ ] Let the staff know in advance as much information about cooperative planning and teaching as possible
- [ ] Plan a cooperative planning and teaching kit to suit the needs of the staff and students including systems such as:
  - [ ] Topic timetable
  - [ ] Planning sheets
  - [ ] Flexible timetable
  - [ ] Timetable tickets
- [ ] Decide on a timeline to implement the change
- [ ] Begin the cooperative planning and teaching change in a way that suits you, the staff and students

All CPT Systems Go!

- [ ] Teachers decide on units of work and indicate on the topic timetable whether planning with the teacher-librarian is required:
  - [ ] before school
  - [ ] morning tea
  - [ ] lunchtime
  - [ ] after school
  - [ ] during school when the teacher's class can be scheduled for supervision
  - [ ] during grade meetings
- [ ] Schedule planning time with the teachers
- [ ] Set aside suitable resources for the teacher to peruse before the planning session. Perhaps extra resources need to be borrowed or purchased.
- [ ] Meet together with the teacher to plan the use of the resources
- [ ] Communicate well and document on a planning sheet the following in the learner's terms, e.g.
  - [ ] What skills will the students need to begin and complete this unit?
  - [ ] What learning strategies would best suit the students?
  - [ ] What will the finished product be? How will we evaluate the unit?
  - [ ] What is the time frame for this unit?
- [ ] Determine the content of the unit on the basis of availability of materials and personnel
- [ ] Determine information and communication skills to be stressed in the unit using the school-based information skills list as a reference

- [ ] Decide on the location of the resources, e.g.
  - [ ] resource centre
  - [ ] classroom
  - [ ] on the shelves
- [ ] Set up strategies and activities involving
  - [ ] individuals
  - [ ] small groups
  - [ ] whole class
- [ ] Determine which task will be done by whom – either you or the teacher
- [ ] Schedule dates and times on the flexible timetable for the unit to be taught
- [ ] Introduce the unit to the class
- [ ] Work with the students with both you and the teacher stressing related skills in context with the unit
- [ ] Evaluate the completed unit activities and resources
- [ ] With the teacher, consider the growth made by the students in the planned skills and record these succinctly
- [ ] Record and retain the unit noting the strengths and weaknesses.
- [ ] Package the unit in a neat, ready-to-borrow way so other teachers can adopt it to suit their students' abilities and needs. Clearly labelled hang-up bags with unit item numbered are very useful.
- [ ] Keep a written record of the units cooperatively planned and taught in the school so other teachers know what is available.
- [ ] Share this unit bank list with your network and/or other neighbouring schools. This can save the time of many teachers and teacher-librarians in future planning of successful resource-based units of work.

Worthwhile Reading

Cooperative Planning and Teaching: The Key to Independent Learning (Brisbane: Curriculum Resource Services, Queensland Department of Education, 1989).

Fischer, Judi. *Cooperative Planning and Teaching: Some Practical Approaches* (Brisbane: Hooper Education Centre, 1984).

Henri, James (ed.). *Collaborative Teaching and Learning: Australasian Secondary Schools Theory and Practice* (Wagga Wagga, NSW: Centre for Information Studies, Charles Sturt University-Riverina, 1992).

Henri, James (ed.). *Cooperative Planning and Teaching: Australian Theory and Practice* (Wagga Wagga, NSW: Centre for Information Studies, Charles Sturt University-Riverina, 1990).

Henri, James. *The School Curriculum: A Collaborative Approach to Learning*. 2nd ed. (Wagga Wagga, NSW: Centre for Information Studies, Charles Sturt University-Riverina, 1988).

Rudduck, Jean, *et al. Collaborative Inquiry and Information Skills* (London: British Library, 1987).

Sanger, Jack (ed.). *The Teaching, Handling Information and Learning Project* (London: British Library, 1989).

NOTES ON AUTHORS

Terry Bruce is teacher-librarian at Arden Anglican School, Beecroft. She was formerly a teacher and teacher-librarian in the Hills District of Sydney, at Toongabbie West and was foundation teacher-librarian at Samuel Gilbert Public School. She has written several articles on aspects of teacher-librarianship as well as conducting in-service courses and reviewing material for *Australian Library Review*.

Ken Dillon lectures in the Graduate Diploma of Education (Teacher-Librarianship) at Charles Sturt University-Riverina. He was formerly a teacher and teacher-librarian in both government and non-government central and secondary schools in New South Wales. He edited *Collection Development: Issues in Selection for School Libraries* (ALIA School Libraries Section NSW Group, 1991) and co-authored *Brought to Book: Censorship and School Libraries in Australia* (D.W. Thorpe/ALIA Press, 1992, forthcoming).

Judi Fischer has been active in introducing and advocating the benefits of Cooperative Planning and Teaching (CPT) during her time as teacher-librarian and regional resource consultant in Queensland schools. She has written a number of articles on CPT and information skills as well as the guide, *Cooperative Planning and Teaching: Some Practical Approaches...or...How to Succeed with CPT Without Even Tiring!*